

Ma'kombongan Based Group Investigation Learning Model In Analyzing Controversial Cases Related To The Teaching Of Civic Education

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Abstract

Civic Education learning is considered boring by some students, mainly because the subject matter and delivery are presented in a one-way format. Civic Education in higher education should transition to a problem-based learning approach, making it more contextual and dynamic. Civic Education in college shouldn't be monotonous memorization; instead, it should focus on enhancing analytical and applicative thinking skills and the ability to provide input on existing phenomena or issues. Therefore, a learning model that encourages active student participation, such as the problem-based , is needed. This model aims to explore the depth of controversial issues discussed by students. The research results reveal the controversial issues and how the *ma'kombongan*-based group investigation process can improve students' analytical skills and reasoning abilities.

Keywords : *Model, isu kotroversial 2, Investigation kelompok, PKn*

Introduction

Civic Education as an instrument to enable the Indonesian society to learn about Indonesia and cultivate Indonesian character is demonstrated through a sense of pride and respect for the homeland. Therefore, Civic Education should be continuously taught up to the university level. The desired competencies of Civic Education graduates are to shape students who can think logically and critically, possess curiosity and inquiry skills, and can solve societal and national problems. This is also stated in Directorate General of Higher Education Decree No. 43/DIKTI/Kep/2006, which aims to: first, build professional students with strong nationalism and pride in being Indonesian; second, make students capable of competing and being culturally democratic in accordance with Pancasila values. Hence, Civic Education should not stop at understanding concepts and definitions but focus more on the ability to analyze and solve various problems that arise or predict outcomes based on factual analysis.

The description above emphasizes that Civic Education must undergo a transformation from expository teaching to a more interactive approach that promotes student participation. According to one Civic Education lecturer at UKI Toraja, teaching Civic Education in higher education should be more contextual, using controversial cases. Each Civic Education topic should be accompanied by an interesting case to be

examined. In the initial stage, participants gather data and then conduct an investigation until they reach conclusions from the investigation study.

Controversial cases are issues that generate pro and contra attitudes in society. They usually involve legal, social, economic, foreign relations, and domestic political problems. Controversial cases present complex issues that enhance students' analytical and critical thinking abilities. Discussing controversial cases aligns with the objectives of the problem-based group investigation learning model (*ma'kombongan*), which emphasizes accuracy of information and data in studying a problem. Therefore, the research provides an overview of the development of the problem-based group investigation learning model (*ma'kombongan*) by examining controversial cases. Additionally, this effort can develop Civic Education teaching materials to be more contextual and engaging.

Method

The chosen research method is field research with the object being students in the application of the *Ma'kombongan* Based Group Investigation Learning Model in studying controversial issues. The analysis of the research results is conducted using a qualitative descriptive phenomenological analysis technique to depict the breadth and depth of the learning process when using the problem-based learning model. The research subjects are students studying Civic Education at UKI Toraja university. The method employed in this research is carried out through participatory observation and interviews, where the researcher seeks to understand the process and effectiveness of learning using the problem-based group investigation method, as well as the outcomes of the learning process, supported by data obtained through documentation.

Results

Controversial Issues in Civics Subjects in Higher Education.

Basically, the Group Investigation model is a learning model specifically designed to delve into issues that are controversial in nature. Controversial issues are commonly found in subjects such as Civics and Citizenship Education (PKn), Social Sciences, and even Natural Sciences. The Group Investigation model '*ma'kombongan*' is created to train students' systematic, detailed, and critical thinking abilities. Each problem requires in-depth investigation, which may still be a subject of debate with pros and cons, making it essential to present comprehensive data.

In higher education, PKn subjects have several main topics, namely (1) National Identity, (2) State and Constitution, (3) Rights and Obligations, (4) Indonesian Democracy, (5) Rule of Law and Human Rights, (6) Archipelagic Outlook, and (7) National Disintegration..(Paristiyanti Nurwardani, dkk 2016). This topic is actually very interesting when examined with cases that have pros and cons. The presence of opposing arguments makes the learning process even more engaging, sparking curiosity in each student to delve deeper into each discussed issue.

Teaching controversial issues in Civics and Citizenship Education (PKn) is highly important to be developed within a more open democratic space. This is because addressing controversial issues will train students' thought patterns, enabling them to learn how to articulate opinions, express experiences and knowledge, as well as to respect and appreciate different viewpoints, even defending their own beliefs with clear reasons. Based on this explanation, teaching controversial issues in PKn is also an

approach or learning strategy by presenting controversial topics that emerge in society or even within the students themselves, which are then elevated into learning materials during college activities.(Agus Susanto and Nursalim 2018) Through this activity, students are encouraged to search, analyze, and solve problems based on their own perceptions, even if it leads to differences in perception with other students. It is precisely through these differences that students are stimulated to think critically.

According to one Civics and Citizenship Education (PKn) lecturer,

That controversial issues are presented to be highly engaging so that students can be trained to be more active in their learning. However, the presentation of these issues in Civics and Citizenship Education (PKn) learning still needs to be done in a democratic teaching model where students try to gather every sought-after data.

In every Civics and Citizenship Education (PKn) subject, there are actually many controversial issues that are still highly relevant to be discussed in the classroom.

Table 1.1 Controversial Issues.

No	TOPIC	CONTROVERSIAL ISSUES
1	National Identity	National Identity in the Era of Globalization?
2	Rights and Obligations	Religious Tolerance?
3	Indonesian Democracy	Money politic, kesalahan sistem politik atau faktor ekonomi ?
4	Rule of Law and Human Rights	s the Death Penalty a Violation of Human Rights?
6	National Disintegration	The main factors of national disintegration occurrence?

Source: Students' discussion outcomes/results

In selecting controversial issues, it is necessary to understand and avoid the following things.(Matitaputty 2016)

1. Issues that do not cause divisions based on ethnicity, race, or religion.
2. Controversial issues should be contextual and felt by the broader society.
3. Controversial issues must be clear, relevant to a specific place and time, and on a national or international scale.

The table above shows the students' work results in identifying the main issues from various presented topics.

Tabel 1.2 Student Analysis Results

No	Case	Student Investigation	
		Data Pro Arguments	Data Con Arguments
1	National Identity in the Era of Globalization?	- Many activities support the strengthening of Pancasila and national identity. - Formal education teaches the reinforcement of national identity. - Love for domestic products movement. - Differences become the unifying factor of	- The influence of global culture on dressing style. - More pride in foreign products than domestic products. - The influence of foreign ideologies that threaten the position of the state ideology. - The existence of groups exploiting differences as a space for conflict..

		the nation.	
		- National defense movement.	
2	The prevalence of money politics in Indonesia?	- Many Indonesians live in poverty. - The education level in Indonesia is still lagging behind. - Issues with the mental state of the Indonesian society. - Politicians have strong ambitions to gain power, leading them to justify any means. - Leadership changes do not bring about significant improvements, leading to apathy and even pragmatism among the public in making choices.	- Election laws. - Attempts to collaborate with oligarchs. - High political costs, leading to money politics and corruption. - Not everyone has the opportunity to enter politics due to high costs, making it accessible mainly to wealthy individuals.
3	he main factors of national disintegration occurrence?	- Injustice in the economic sector. - Uneven development, centralized in certain regions. - Communal spirit in the name of groups seeking to secede from the Republic of Indonesia. - Terrorism movements. - Influence from external forces attempting to seize natural resources by provocation.	- The government is making efforts to create equitable development. - Strengthening in the economic and political sectors. - Law enforcement through movements to crush armed groups.

Source: Student Investigation Results, March

The above investigation results are a study conducted by students based on the theme provided by the teacher. The theme is highly contextual and relevant to the topics covered in civic education learning.

Controversial Content in Civics Education Course at B University. The Group Investigation Model Based on 'Ma'kombongan' in Enhancing Learning Depth

Essentially, the Group Investigation model is a learning model specifically created to delve into controversial issues. Controversial topics are most commonly found in Civics Education, Social Sciences, and even Natural Sciences. The 'Ma'kombongan'-based Group Investigation model is designed to train students in systematic, detailed, and critical thinking. Each problem requires in-depth investigation, as it may still be subject to debate with pros and cons, making it essential to present comprehensive data. In using this model, the emphasis is more on students' ability to analyze studies related to Civics Education issues. In the student's study, they are directed to use indicators of critical thinking skills.(W. and Krathwohl, D. R. 2017). As for the results...

Tabel 1.3 The assessed aspects

No	The assessed aspects.	The number of students.	The number of students (%) with high criteria *)			
			Graduation rate.		Graduation rate.	
			F	%	F	%
1	Distinguishing facts from opinions, Identifying main information and supporting information.	37	25	67%	35	94%
2	Organizing by explaining the correlation of selected information sources.	37	22	59%	35	94%
3	Attributing by applying perspectives, biases, values, intentions, and finding implied meanings.	37	26	70 %	35	94%
4	The ability to find and create solutions.	37	20		33	89 %

Based on the exam results and assessments based on the assessment aspects, each child shows improvement in the second cycle. In the experimental class, it can be observed that the Group Investigation model based on 'Ma'kombongan' enhances students' ability to analyze problems. The 'Ma'kombongan'-based investigation process highly emphasizes the students' freedom to test every investigation result, enabling them not only to understand the data but also to perceive the relationships between data and the meanings or values behind the findings.

The students admitted that the 'Ma'kombongan'-based investigation process demands them to differentiate problems by revealing detailed data. This is challenging but can enhance their analytical and reasoning abilities, requiring dynamic thinking to find data connections within the problem.

Discussion

Discovery of Controversial Issues in Civics Education Learning

Civics Education learning at the college level differs in learning outcomes from the high school level. The noticeable difference lies in the depth of the material to be achieved. At the college level, students are strongly encouraged to examine problem-

solving not just by presenting ideas but also by being capable of comprehensively analyzing the problems and providing perspectives on those issues.

Issues related to National Identity

In the topic of national identity, students identified a social condition in society related to globalization. The discovery of this issue began with an identification of the impact of globalization on the changes in the surrounding culture. Students understood that globalization is a worldwide interconnected process between individuals, nations, and countries, as well as various social organizations, especially companies. This process is facilitated by various advanced technological communication and transportation tools, along with political and economic forces and social-cultural values that mutually influence each other. Globalization in international relations has different impacts; the relationships formed between countries are asymmetric because developing countries heavily rely on the technology of developed countries, which sometimes results in developed countries enjoying more benefits from globalization. Developed countries prefer to sell their technology rather than engaging in mutually beneficial investments in developing countries. Developing countries tend to idolize developed countries as examples of civilization, leading them to forsake their local wisdom values. This is evident in the students' observation of the Indonesian society's lifestyle becoming more Westernized. However, globalization is not always negative. When globalization is founded on symmetrical relationships and balanced benefits, it can have positive impacts. Globalization doesn't have to contradict local wisdom values; instead, local values can be introduced to the world as acceptable values if globalization is used as a means to promote local wisdom values.

Democracy Issue in Indonesia

Starting from a phenomenon that often occurs in various regions before general elections, where there are many regional executive and legislative candidates using money politics to win the contest of the five-year democratic event. This phenomenon is interesting to be analyzed, not as a matter of right or wrong because legally it is not justified. However, what is interesting is "why does this phenomenon occur so frequently?" Assumptions and answers vary as identification of the causes, such as factors of poverty, lack of trust in political elites or political parties, or habitual practices that have become part of the culture. Various students admitted to having been given money, groceries, or other assistance with the intention of voting for a particular candidate.

The phenomenon of money politics certainly has a fatal impact on society. Money politics can give birth to non-criminal corruption and oligarchy. The practice of money politics potentially leads to damage in government management. This is because the filling of political positions in the government born from the process of political corruption will directly result in a corrupt government. This is called "investive corruption," where elected politicians prioritize the interests of donors over the broader society. The elected leaders will only use their power for a return on investment and future election interests. If the practice of money politics continues, the government system will not function well due to the prioritization of personal or group interests.

National Integration

The issue of National Integration is also a central focus of analysis for students. Indonesia is a large country with diverse resources, resulting in a significant potential

for conflicts. Conflicts based on religion, ethnicity, politics, economy, and foreign influence can all lead to national disintegration.

Students conduct an analysis of the causes of national disintegration through the study of internal and external issues. Internal issues may arise from social inequality, racial discrimination, unemployment, and poverty. On the other hand, external factors involve the influence of foreign countries that have interests in the natural resources of a region, becoming provocateurs to encourage the region to secede from its original country, making it easier for them to ultimately control the resources.

he development of controversial issues must adhere to the following principles:

1. Be open to policy issues discussed in the class. Openness means there is no need to hide anything, whether it is positive or negative information. Instructors should not restrict or prohibit students from discussing or not discussing a controversial policy for certain reasons, such as sensitivity, racial, ethnic issues, etc.
2. Be creative in developing students' thinking activities. Creative thinking activities in discussing a controversial issue are essential, not only to find good problem-solving solutions but also to develop sensitivity towards a problem. Maintain balance in responding to policy issues.
3. A balanced attitude must be maintained by the lecturer, as controversy typically requires complex knowledge, self-awareness, and even emotional intelligence. Through a balanced approach, the educator will be able to uncover commitments while maintaining neutrality without coercion.
4. Being neutral towards the discussed policy issues is crucial. Given their controversial nature, every policy issue will undoubtedly receive responses from students, either in favor or against. With a neutral stance, the lecturer will be able to position themselves correctly and be well-received by both pro and con students. They should also take responsibility for every student's ideas that arise in the class. It's essential to understand that in decision-making or problem-solving concerning controversial issues, there might be differing opinions, which can be left open as long as they are supported by clear and valid arguments. Teaching controversial issues empowers students to be critical, possess strong reasoning skills, and enhance their soft skills, including communication, collaboration, and displaying empathy and sympathy towards socially debated issues.

Application of Group-Based Ma'kombongan Investigation Learning in Examining Controversial Content in Civic Education Subject at the University

Values of Group-Based Ma'kombongan Investigation

In the application of the group-based Ma'kombongan investigation model, it is a development of the group investigation model by Thalen Model. (Bruce Joyce 2011), This is a group investigation model based on the values of local wisdom in Toraja society. One of the cultures that is still practiced by the Toraja community today is the ma'kombongan activity. In its implementation, there are several emphases and developments to enhance the goal of improving students' analytical and reasoning abilities..

Throughout the implementation process of this model, there are several values that add color to it.

- a. The value of democratization in the process of the ma'kombongan-based investigation model provides freedom for each student to explore in order to discover the truth. Each student is given an assignment paper to collect pro or contra data.
- b. The learning process with the ma'kombongan-based investigation emphasizes drawing accurate conclusions in every event based on the facts found in the field. The accuracy of the conclusions is determined by how far they promote harmony. This value is inherent, indicating that the learning process using the ma'kombongan-based investigation model aims to create peace, even though differences in arguments from the investigation cannot be avoided. In the value of harmony, truth and justice may be sacrificed for the sake of peace and harmony, not just for the conflicting parties but for greater unity. This is evident in the saying of Puang Sanggala Unnali that one must be willing to sacrifice oneself for the achievement of collective peace.
- c. Value of Integrity
In this process, it is not allowed to commit slander or present weak data in the evidence. Each group must have arguments supported by evidence and facts. The value of integrity is the value of truth that has been tested by peers or educators.
- d. *Basse*
Basse is a mutual agreement between groups or villages. In Toraja society, *basse* aims to maintain kinship and harmony which must be maintained
- e. Brave and Wise Society (*Kinaa*)
These values are the principles followed in the process of ma'kombongan-based investigation. Each group must have the bravery to express their opinions and the courage to defend the findings. However, bravery alone is not enough; they also need to possess the trait of *Kinaa*, which means being smart, wise, kind-hearted, moral, virtuous, helpful, responsive to existing issues, and capable of social interaction. According to a source, to *Manarang* sia *Kinaa* means a person with noble heart, caring for others. *Kinaa* can also be interpreted as being polite when talking to others, especially elders, helping fellow beings, being wise, and even having perseverance in work. All sources acknowledge that *kina* is a wisdom that should be nurtured in society..(Tadius and Benyamin Salu 2021). In the selection of customary leaders, it takes place during ma'kombongan at the tongkonan house. The selection of *to parengge* serves as the leader of customary processes in Toraja society. *Parengge* becomes the central figure, responsible for all leadership functions in the community, including legislative, executive, judicial, and security functions. Specifically, he/she is responsible for preserving, implementing, and upholding *Aluk sola Pemali* (Toraja traditional belief system). Therefore, every *to parengge* must possess the attitude of *manarang sia kinaa* because the customary and traditional processes within the adat territory are the responsibility of *to parengge*.

Implementation of the Model of Applying Group Investigation Learning Based on *Ma'kombongan* in Examining Controversial Topics in Civic Education Subject at the University.

- a. In the first phase, the teacher provides an overview and instructions on what needs to be done and the implementation process. The teacher has the obligation to prepare the syllabus, problem-based modules for Civic Education, and worksheets for the students. Once everything is ready, the instructor divides them into several groups, each consisting of 3-4 individuals per group.
- b. Giving Complex Problems
In this phase, the instructor must present controversial problems that are still being debated by society. In Civic Education, some examples of such issues include globalization, democracy, and national disintegration. At this stage, each student already has preferences or experiences related to the given problem.
- c. Ma'kombongan Phase, in this phase, the students are encouraged to be meticulous and able to differentiate facts from opinions, identify main information and supporting information, organize by explaining the interconnections of selected sources and information, and attribute by applying perspectives, biases, values, intentions, and discovering implicit meanings. Each group is given a worksheet as a guide in conducting investigative tasks. Every group should be able to distinguish supporting and opposing data for each issue. The groups can access information from various sources, both printed and non-printed materials..(Pdt. Hans Lura, M.Th and Sampe Asang S.PaK.,S.Pd 2015)
- d. Karappasan Phase, all groups compile an interestingly presented report that showcases the investigation results. Each group conducts verification and comparison of the findings from their work. In this stage, the teacher assists the students in further deepening the evidentiary study to ensure a convincing conclusion before moving on to the conclusion phase.
- e. Basse Stage, in the end, each group is given the opportunity to draw conclusions from the facts and evidence presented during the investigation process.

Discussing civic education issues in this group-based Ma'kombongan investigation model encourages students to express their ideas effectively and accurately based on their research or investigation results. In many civic education lessons, students may speak but struggle to articulate their ideas or the connections between supporting and contradicting data. Engaging in argumentative debates based on data is deliberately presented to achieve more mature agreements through dialectical processes. The Ma'kombongan-based Group Investigation Model motivates students to explore and examine various perspectives that may differ, thereby allowing them to develop their own thinking concepts.

When examining democracy with a case of political money, at first glance, we may immediately perceive that political money is clearly wrong. Many students tend to view it solely from a legal paradigm, overlooking the underlying causes of political money and limiting their thinking to a single, final perspective without considering other aspects. The group-based investigation learning model encourages students to test each perspective, thus broadening their understanding from different perspectives.

One of the key successes in implementing controversial civic education is the role of educators as the main actors in organizing the learning process, creating a democratic climate and atmosphere. Educators should have a broad perspective and be able to guide and stimulate students' enthusiasm to continuously explore the issues they encounter.

Conclusion

In enhancing the students' analytical and reasoning skills, a learning model is highly needed to train them to be more meticulous, understand the relationship between data, and develop the ability to draw conclusions based on facts. The solution lies in using the group investigation learning model based on *ma'kombongan* values, which embraces a learning process full of dialectics and utilizes *ma'kombongan* values as an instrument in conducting the learning process. The Group Investigation Model based on *ma'kombongan* has the following syntax: (1) Preparation, (2) Giving complex problems, (3) *Ma'kombongan* process, (4) *Karappasan*, and (5) *Basse*.

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